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THE
Connecticut Common School Journal,
A N D
ANNALS OF EDUCATION.

VOL. XII. NEW BRITAIN, AUGUST, 1865. No. 8.

For the Common School Journal.

A MORNING IN AFRICA.

WILL you spend this morning with me, dear reader, in a heathen village? It is one of the most lovely days the tropics afford. It dawned

“With breath all incense,
And with cheek all bloom,”—

and its beauties have been hightening ever since. The sky is a soft, rich blue, with here and there a floating cloud of fleecy white. Sweet bird-songs are warbled out on the scented air. A faint breeze, laden with the perfume of orange-flowers, comes in at the open window. The rich sunlight rests on the luxuriant vegetation around us, and flashes on the blue waters of the river beyond.

Come, my friend, let us walk down this white sand path in the quiet mission-yard. All round us rise the graceful palm, the bending cocoa, and the fragrant orange trees. Our path is bordered with the pine-apple plant, and on either side stand the bananna, the plantain, and the pawpaw. Our eyes rest on a wealth of tropical shrubbery, clinging vines, and gay-hued flowers.

Here is our little mission grave yard. That mound of fresh earth hides the lovely form of a young missionary's wife, who early fell a victim to this fatal climate. No white headstone marks the spot, but pilgrim-feet have often wandered hither, and loving hands have strewn fresh flowers on that new made grave. The lips beneath are forever mute, but from this little heap of earth voices shall ever go forth, telling of prayers, and tears, and patient toil for the conversion of the heathen.

But we have lingered too long, already. Let us pass out through this covered gate-way, where sits our gray-headed interpreter. Let the good old man clasp your hand with his warm grasp, for he loves to be noticed; and then follow me to the wharf. Here is our conveyance,—a log canoe, hollowed from a single tree trunk, some twelve feet long, and one and a half wide. A half naked canoe man sits in the stern waiting. You may seat yourself on this stool near the middle, and I will go towards the prow. Do you feel a little fearful as we glide out on the river? Don't indulge in any sudden starts, or you will upset our crazy conveyance, and we may furnish a breakfast for the sharks and alligators that are swimming around. Keep quiet, and our skillful paddler will take us safely to Bonthe in a half-hour. See those naked children playing and those groups of quaintly-dressed men and women walking on the river bank. Yonder you can see the brown mud walls and thatched roofs of a native village, and beyond a few palms rise against the sunlit sky. Canoes of all sizes and shapes are passing along the river, some propelled by light paddles, and some by heavy oars. The mournful music of the "tom-tom," a sort of drum, comes floating over the waters.

Here we are at Bonthe. Not too fast, my friend; if you jump from the canoe you will find yourself knee deep in soft, black mud. Wait a moment, and our swathy paddler will carry you in his arms to solid ground. We must pass over that strip of burning sand, but I will spread an umbrella to keep off the rays of the tropic sun. This large frame-house belongs to a French trader, who sells rum to

the heathen, and teaches them all kinds of "civilized vice." Those thatched sheds are his store-houses. The quaint native village lies a little further on. Follow me along its winding paths, and past the little mud-walled houses. Don't fail to shake hands with the dusky heathen whom you meet for they will be as delighted as are your hosts, when you "board around" in some country district, to have you praise their children.

This is the chief's yard. On one side stands his house; on another, the kitchen of the town; and on a third, the king's Barre, or court-house. The Barre has mud walls on three sides, a thatched roof, and a hard trodden dirt floor. I am to spend two hours in it this morning with a group of learners. Will you walk in and take a seat? You don't see one? Ah! I forgot to tell you that it is the *fashion* here to sit on the ground, and I think this reason would fully satisfy a Fifth Avenue belle. But if you are more particular, I can accommodate you with this rough bench.

Here come the children,—a whole group of them, arrayed simply in shirts, but with smiling faces and bright eyes. "*Mornin', sir!* " comes from a score of voices, and as many little hands are reached out towards me. At first these children were frightened at the sight of a white face, but now they are very friendly. Some could not speak English at all when they came, but they learn very quickly. I open the school, if it may be called so, with a short prayer, and then the classes gather around the printed tablets hung on the mud walls. Some are learning the alphabet, some spelling short words, and others reading easy sentences. When I tell them about God, their eyes open in wonder. Oh! how my heart has bounded with joy and thanks, sometimes, as I have heard those child voices repeat in concert, "Suffer little children to come unto me," "Now I lay me down to sleep," "Our Father which art in heaven," etc. Several full-grown men usually come to be taught "book palaver."

Make yourself at home, my friend, while I am busy with the learners. You will see some things outside the Barre that may interest you. Yonder is a much frequented path,

along which goes a constant stream of grotesque-attired pedestrians. Some of them stop and gaze at us, chat in their native tongue, and laugh. They do not know what to think of our little group in the Barre. See! one, more bold than the others, has ventured within the yard, and half hiding behind that mud wall, he peers at us with gaping mouth and wide-open eyes. The kitchen opposite is full of loungers. That heathen woman is boiling a pot of rice for breakfast, and those men are dozing away an idle hour in the hot sun.

But here comes an old acquaintance of mine. What is she going to do, you ask? You will find out soon enough. She has deposited a tub of water in front of the Barre, and now she brings her two children, and proceeds to scrub them from head to foot. Ugh! what screams! but if you live in heathen villages you will soon get accustomed to them. Having completed the washing process, she stripes their faces and shining black bodies with white chalk, hangs "greegrees" or charms, strings of shells, and tinkling bells around them, and sends them off to play.

But hark! here is a Boondoo procession. The Boondoo, paradoxical as it may seem, is a *SECRET SOCIETY AMONG WOMEN*. The procession numbers eight or ten. Sometimes they walk by, singing, clapping their hands, and shaking a gourd covered with beads, and sometimes they go on a half-run. Poor women! how I wish they were christians.

How do I gather these children, do you ask? Well, sometimes their parents send them, but occasionally I have to use a little strategy or force. I see a boy, for instance, playing about the town, and send two of my older children to invite him to the Barre. He is frightened at the bare idea, and runs off screaming. They pursue, and after a short chase, come back panting, bringing the boy in their arms. One holds him while the other puts on a shirt, and then they bear him in triumph to the Barre. He screams and kicks furiously. I lay my hand on his head, and speak gently, and he is soothed: and in a few days he becomes a constant learner.

Our two hours have flown, the sun is getting intensely hot, and we must return to what the world would call more dignified work at the mission. But I love this wayside teaching. And I thank you, my friend, for your company on this morning trip to a heathen village. S. J. W.

MUSICAL INSTRUMENTS FOR SCHOOLS.

In the school-room, music is equally valuable as a study and as a recreation, and is fast becoming appreciated as a means of moral, mental, and physical culture.

The chief obstacles to the general use of music in schools have been the difficulty of introducing it without the aid of a suitable instrument, and the considerable expense thus involved; the cost of a good pianoforte placing it out of the reach of many, while the various reed instruments, procurable at less prices, have often been unsatisfactory. Recently, however, an instrument of the latter class has appeared, which is worthy of high commendation. It seems to be a suitable instrument, of moderate cost, and we feel that in directing attention to it, and pointing out its peculiar features, we shall be advancing the interests of our schools. We allude to the Mason and Hamlin "Cabinet Organs." In these instruments the tone is produced by a vibrating metallic tongue, or "reed," as in the melodeon, but with a difference in the relative length and thickness, insuring better results. The quality of voice is remarkable, being round, smooth and free from the thinness of tone by which the reed is usually characterized.

In other respects improvements have also been made; but we particularly advert to only a few points, showing the advantages of the cabinet organ as a school instrument.

Obviously, one of the first objects in musical instruction is to give the learner clear and accurate ideas of what is technically termed the *pitch* of musical tones. As there is no worse musical fault than that of singing out of tune, it is evidently of the greatest importance that the ear and other

organs of the pupils should, from the beginning, be correctly and carefully trained. This must be done by the constant presentation of a correct model. For this purpose the teacher's voice can not be entirely relied upon; it would be too great a task for his vocal organs, and, moreover, very few are sufficiently accurate in this respect to serve as models for imitation. On the other hand, if an instrument is good and in tune, it can be depended upon for something like mathematical accuracy in pitch. The piano, manifestly, is too liable to be out of tune. It is easily affected by changes in the temperature and humidity of the atmosphere, and to be kept in tune requires a degree of attention which in most schools is impracticable.

Now, it is one of the merits of the Cabinet Organs, and it will be seen that it is a great one, that their tones, being produced by reeds, have little liability to vary in pitch. They are not affected in any material degree by atmospheric changes. Hence this instrument is an appropriate model with which to train the ear, as it admirably retains its accuracy. In one of the musical journals, the experienced teacher Mr. George F. Root alludes to this subject, stating that he has observed much more accuracy in pitch in the singing of those who while studying music had practiced with an instrument not liable to be out of tune.

We have enlarged upon this one advantage of the Cabinet Organs, because it will not be likely to receive the attention which more obvious features will secure. But it has other advantages,—great power of expression, quickness of utterance, and a steadiness and roundness of tone admirably adapted to sustain and guide the voice and illustrate differences in musical rhythm.

Affording these advantages at a moderate cost, the Cabinet Organ is certainly worthy the attention of all who are interested in school music.—*Selected.*

For the Common School Journal.

TEACHERS SHOULD PLEAD FOR GOOD SCHOOL-HOUSES.

THE report of school visitors, for last year, declares one-fifth the number of school-houses in this state to be out of repair. And two facts are to be remembered in regard to this report. First, each town makes its own report, and would be likely therefore to make it as favorable as possible to the pride of the town. Second, those who report are long out of practice as teachers, if indeed they ever taught.

And no man understands just what tools another needs with which to work, unless engaged in the same business. It therefore comes about, as there are plenty of facts to show, that a great number of school-houses reported in good order, are miserably out of order. And failures ascribed to teachers are in part at least, attributable to poor school-houses.

Now the duty of the people to provide good school-houses is a topic often discussed at meetings for the advancement of education. But these meetings are only held in the larger villages, and the masses do not attend; and if they do, *they are seldom or never told in what a good school-house consists.* The people therefore do not know either what a good school-house is, or the necessity of having one. And as long as they remain ignorant on these two points, so long we shall not have good school-houses. And as long as we do not have good school-houses so long we shall not have good schools,—not with good teachers even. But if the people understood how to build good school-houses, and the necessity of having them, mere economy would prompt them to repair. They would not want to pay money for a school that must prove a failure because of a poor house. The people therefore must be informed on these points. They must be told that a school-house is not a mere *place* where children can go and be comfortably sheltered; but a *tool* with which to work; and to do a good job we must have a good tool. They must be told how to arrange a school-house or they will not make it appropriate to the work. We

know of some instances in which repairs have been made at expense enough to have furnished a good school-house, and through ignorance of what was wanted the room rendered very inconvenient for the work of governing or teaching. Let me allude to some of the common things that need to be spoken of. First, the room should be high, never less than nine or ten feet, that a fund of air may be furnished, and sickness prevented, and vigor for study secured. The seats should all face one way to save the bustle and inconvenience of turning around, as on the old-fashioned benches, and give less chance for mischief without detection. And they should be so arranged that any scholar can be called out to recite without disturbing any other to get into an aisle, and so that the teacher can look at the work of any scholar without reaching over any others, and thus save disorder and interruption.

The blackboard should be large enough for a full class in arithmetic to work upon at once.

If there are five in a class and the blackboard is only large enough for one at a time, each day, then each scholar does not recite there but once a week, whereas he ought to every day. The house that is not neat and in repair shows what the parent thinks of schools, and produces indifference on the part of teachers and scholars. Scholars who have not school grounds suitable for regular plays will get into irregular quarrels.

Yet the work must be done by teachers. These hundreds of missionaries who go out upon every hillside and into every valley in the state, meet the people where lecturers never go, and they have the sympathy of the people whose children they train. They are earnest, and they know what is wanted. Yes, fellow teachers, we are to aid in educating the people on this subject, kindly, perseveringly and thoroughly.

JOHN SCOTT.

NAUGATUCK, May 19, 1865.

A TOUCHING INCIDENT AT HARVARD COLLEGE.

A CORRESPONDENT of the Springfield *Republican*, writing about class day, tells this story.

From these scenes of mirth-loving pleasure to the "short and simple annals of the poor" is but a step, and a sad step too; for on the morning of class-day the sophomore class buried one of their own number, who literally died from want of the necessities of life, and that, too, right here at Harvard College. Only a year ago, fresh from a farm 17 miles from Buffalo, N. Y., a raw green lad of twenty-two applied for admission to the sophomore class. His awkward manner and uncouth bearing won for him the name of "Greeny." Only last week was he missed from the recitation, and way up in a little 10-by-20 attic room of a rickety old boarding house somebody said he was dying of typhoid fever.

Professor Peabody, the good Samaritan of Havard, heard of his distress, and repairing to his room found the poor boy really in the arms of death. For a year had his only food been bread and water, and sometimes a little milk, and often one meal a day sufficed. His room was small and poorly ventilated, and by the feeble light of an oil lamp had the poor fellow worked 18 out of 24 hours, almost each day. These facts quickly coming out, everything that could be done was done. The struggle was over; his last hours were made comfortable as a sympathizing and conscience-stricken neighborhood could make them. His broken-hearted mother came to carry her son's body home, and she must have been overjoyed to learn what would have been only a little before given him so much happiness to have known, that he was the first scholar in his class, and to receive the first scholarship, which yields a cosey little income of \$300 per year.

But it was too late; his pride would never allow him to complain; his ambition continually spurred him on. The Fates are amiable sisters, the triple furies always agree; but pride, ambition, and poverty are most quarrelsome companions. We recollect him passing every day; he never looked

up; we all can recall his hurried walk, his sad countenance, his pale lamp, always feebly twinkling at midnight, his running round the corner with a loaf of bread under his arm, his going out in the severest storms without umbrella or overcoat. But it is all over now.

A TALK WITH MY BOYS ON MEANNESS.

Boys, you may lay aside your books. I wish to have a bit of a talk with you. All ready? As I entered the school-house to-day, I heard one of you say, "*That's mean!*" I didn't stop to inquire what it was that was thought to be "mean," but I said to myself, "Some boys will do mean things; and some boys are quick to detect meanness." Now I have been thinking that it might be a good thing to talk over with you some of the ways in which meanness may be shown in school. Possibly you and I may not quite agree in our estimate of what is done. And yet I believe that in most cases we shall hold the same opinion. I take it for granted that no one of you would like to have me, or any one else, consider him a mean boy; but as a person is judged by his acts, that epithet justly belongs, of course, to every one whose acts are mean. Do you agree to that? You do? Well, then, I will suppose a few cases.

Suppose that, relying upon your honor, I leave the room, and in my absence you are disorderly, doing things that you would not do in my presence. I call that mean, because it violates the confidence placed in you, and because it shows cowardice. Acts speak as loudly as words. Did you ever stop to think what is said by the boy who takes advantage of my absence to do wrong? *What is it?* I'll tell you. He says just this, "*I'm a mean boy. I am here on my honor, I know; but I don't care. I'm going to have a good time, though it is mean. School-mates, you are at liberty to set me down as mean.*" That is what his acts plainly declare. Do you agree with me in this case? Very well. You can't be too careful in making your actions conform to your opinions.

Suppose that a boy pretends to be studying a lesson, when, in fact, he is reading a story-book which he has concealed in his text-book. Shall we call that a mean thing? How many say yes? All. I am glad to see that in this case also we agree. But what makes the meanness here? *Deception?* Agreed; only I should use the stronger word, *lying*; because when a boy has a study-book open before him, and appears to be at work, he says to his teacher as distinctly as words can say, "I am studying my lesson." If, on the contrary, he is wasting his time over a story he *lies*, and consequently he is guilty of a wickedly mean act. As you value your character, avoid such falsehoods as carefully as you would any other kind.

Suppose a case which is very common in schools: that a boy whose lesson is not perfectly learned stealthily looks into his book during the recitations, in order that he may be able to recite better than he otherwise could, and thus obtain a high mark. I stamp that also with the brand *mean*. Do you ask why? Because it is a species of swindling. It is attempting to gain credit on false pretences. It is pretending to know what he doesn't know. It is doing injustice to honorable classmates, who scorn to rise, or attempt to rise in rank, by dishonest means. Therefore, don't open your book behind your neighbor's back, or under your desk, or anywhere else, for the sake of finding out what you think will come to you. It's *mean*. Don't do it.

Again: suppose that some mischief has been done about the school-house. A desk, or a bench, or a window, for example, has been broken. I inquire for the one who, purposely or accidentally, did the damage. Now that one, if he doesn't acknowledge the deed, suffers suspicion to fall, perhaps, upon an innocent schoolmate, and displays moral cowardice on his own part; and therefore he, too, must be placed among the mean boys. It is the best way, boys, always to do right as nearly as possible; but when you have, from any cause, done wrong, it is wise and manly to confess the wrong, and rectify it so far as you can. Not to do this is to be a coward,—a being that all men despise.

Suppose that your teachers are laboring faithfully in your behalf; that day by day they are patiently endeavoring to interest and instruct you, to explain what is difficult, to cultivate your intellectual and moral faculties, and thus to fit you for living useful, successful, and happy lives; and suppose that some boy, thoughtless of his own good, and destitute of all gratitude to those who are toiling with fidelity for his welfare, is guilty of causing trouble to those teachers by inattention, by playing, by lounging, in short, by doing anything that hinders them in the discharge of their difficult duties. Do you think it severe to call such a boy a mean boy? Is not ingratitude always mean? And is not that boy ungrateful who, for the labor bestowed upon him by his teacher, gives them in return nothing but trouble and anxiety? Is he not like the dog in the manger, neither willing to accept intellectual food himself, nor to suffer his classmates to receive it, as but for him they might? Yes, boys, we who are teachers will do all we can for your welfare, but I beg of you don't be so mean as to reward us with ingratitude. Help us by your good deportment, and you will thus help yourselves.

I see that the clock says it is time to dismiss. There are other matters that I intended to speak of; but I fear that you may call it mean to be kept after regular hours. You may go, therefore; but first tell me what is the lesson you have learned from this talk. *Don't be mean.* Yes, that's it. Don't forget it.—*R. I. Schoolmaster.*

PATIENCE.—Said one to Mrs. Wesley, “How can you have the patience to teach the same thing twenty times over to your child?” “Why,” said she, “if I had said it only nineteen times and given over, I should have lost all my labor. It was the twentieth time that fixed it.”

NORMAL SCHOOL.

ANNIVERSARY WEEK.

THE exercises connected with the fifteenth anniversary of our State Normal School commenced July 9th, with a sermon to the graduating class by Rev. C. L. Goodell of New Britain. His text was 2d Tim., 2:15. Study to show thyself approved unto God, a workman that needeth not to be ashamed." The discourse was one of unusual ability, and admirably adapted to the occasion. It abounded in good counsel, and was given with an earnestness which showed that the speaker's heart was in full sympathy with his subject and the occasion. If the members of the graduating class will heed the instruction given, and breathe the spirit inculcated by the preacher, their lives will prove a blessing to the world, and they will become ornaments to the profession they have chosen.

On Tuesday evening the Hon. David N. Camp gave the annual address to the graduating class. It was able, earnest, and highly appropriate, giving great satisfaction to all who listened to it. In all respects it was one of the best efforts of one whose energies and talents have been given to the great work of education.

On Wednesday evening an oration and poem were given before the Barnard and Gallaudet Societies. A very large audience assembled to listen to these. Dr. J. G. Holland was the orator, and gave an able and interesting address, though its length was too great for the occasion. "Cost and Compensation," was his theme. The poem, by Rev. Mr. Bacon, followed the oration, but was not one of Mr. Bacon's best efforts. His subject was, "The Teacher's Mission."

On Thursday, A. M., the Rev. Mr. Gaylord of Fitzwilliam, N. H., one of the earliest members of the school, addressed the Alumni. His theme was, "The Two Expeditions to Roanoke Island." It was excellent in manner and matter, and was listened to with deep interest and very great satisfaction.

During Monday, Tuesday, and Wednesday, the School underwent its annual examination, and we believe the several classes acquitted themselves with much credit both to pupils and teachers,—affording clear evidence that the School was sustaining its former reputation.

Moses Y. Beach, Esq., of Wallingford, having very generously offered prizes for excellence in reading and spelling, attention was given to these exercises with a view to making a proper award of prizes. The result was as follows:

For excellence in Reading,—

Senior Class,	1st prize, Miss Carrie E. Williams.
“ “	2d “ Miss M. L. Turner.
Middle Class,	1st “ Miss Mary F. Nichols.
“ “	2d “ Miss Alice J. Rowe.
1st Junior Class,	1st “ Miss E. Hunnewell.
“ “	2d “ Miss Rosa E. Chapin.
2d Junior Class,	1st “ Miss Alice Warner.
“ “	2d “ Miss Mary J. Patterson.

For excellence in Spelling,—

1st prize,	Mr. H. L. Gard.
2d “	Miss Ellen E. Woodford.
3d “	Miss Eunice J. Stone, Miss Helen P. Porter, Miss Caddie E. Cutler.

We believe Mr. Beach's generous donations, for two successive years, have had a most favorable influence in inciting pupils to more effort in these important though often neglected or slighted branches. We are sure his kindness will be gratefully remembered.

On the afternoon of Thursday the Center Church was well filled with those who came to listen to the exercises of the graduating class. The following was the

ORDER OF EXERCISES.

1. Introductory Prayer. by Rev. Mr. Perrin.
2. Music.
3. Importance of Mental Science. John O. Smith, Jewett City.
4. Fashion. Helen P. Porter, Cheshire.
5. Mental Improvement, Lucy W. Patterson, New Haven.
6. Utopia, Helen W. Christy, Greenwich.
7. Music.
8. Moral Character essential to the Teacher, Emma J. Stone, Milford.
9. Mary Lyon, M. Louise Studwell, Greenwich.
10. School Government, Maria L. Turner, Fair Haven.
11. Music.
12. Literature, Carrie E. Williams, Rocky Hill.
13. A Definite Purpose essential to Success, Jennie Brown, North Haven.
14. The Magnitude of the Teacher's Work, with the Valedictory, Amos F. Palmer, Greenville.
15. Music.

16. Presentation of Diplomas.
17. Parting Hymn,—by G. L. Taylor.

The last sad hour of school ;—
One moment—all is o'er ;—
Behind are bell and task and rule ;—
Life's great unknown before.

Bright, boundless visions urge
And chide our fond delay,
And yet we linger on life's verge,
To mark our late won way.

Days, weeks, and months, and years,—
As by enchantment's power,
Their toils and triumphs, struggles, fears,
All crowd this final hour.

Our work, well done, or ill,
No power can now recall ;
Each deed and word is changeless still,
Irrevocable all.

The good shall grow more bright ;
The ill—O God, forgive !
And let us, in Thy truth and light,
Learn how henceforth to live.

Dear friends, whose calm, high thought,
Whose patient, loving care,
Our unfledged souls have fired and taught,
Your own large fields to share :—

Dear mates, whose genial love
Endeared our generous strife,
Whose names and forms, where'er we rove,
Will haunt our hearts through life :—

Dear scenes of toil and mirth,
Dear shades and halls and grounds,
Where mind first felt its deathless birth,
And spurned all walls and bounds :—

Farewell ! A long Farewell !
Farewell to each and all !
Across the ocean's booming swell,
New, nameless voices call !

Farewell! Farewell to school!
 We come, O Life, we come!
 We catch great Duty's sov'reign rule,
 We hear her trump and drum!

We hear the mingling shout
 That wakes the wondering world!
 We see old Error's ranks in rout,
 His throne to midnight hurled!

Freedom and Truth and Right
 For man and God engage;
 We long to join the hosts of right,
 And fight for every age!

Father who reign'st above,
 Lead forth our band this day;
 Arm, shield us, by Thy power and love,
 And guide our feet alway.

And when our work is done,
 And Life's long school is o'er,
 By each may Heaven's blest prize be won,—
 Saved—crowned forevermore!.

18. Benediction.

We have not space to give a detailed report of the exercises, but may say that all did well. In point of distinctness in speaking, we have never heard a class do better. While all the pieces were well written, some of them were excellent.

The music, under the charge of Prof. Bartlett, Associate Principal of the School, was of the highest order, and called forth the strongest expressions of commendation from all.

We believe the friends of the Normal School have the most abundant reason to feel satisfied with the examination and exercises of the 15th Anniversary of this useful and important institution.

We take great pleasure in saying that the General Assembly has made a permanent and very liberal provision for the support of this important institution, and we may anticipate for it a future of greater prosperity and usefulness than has attended it in any previous period. The next term will commence on Tuesday, Sept. 19th.

LOCAL AND PERSONAL.

NORWICH.—On the late 4th of July, a very interesting feature in the celebration of the day was a gathering of the pupils of the public schools. We take the following from the Bulletin:

THE SCHOOL CHILDREN.

At an early hour the children of the various public schools of Norwich rendezvoused at the points laid down in the programme, the right resting on Union Square. In front of the Otis Library each scholar was presented by the Mayor and Alderman Blackstone, in behalf of the citizens of Norwich, with an American flag. Twenty-one hundred flags were thus presented, and it is estimated that at least 2,200 children, all wearing white silk badges, were in the procession. The assembled schools then marched over to the Main st. M. E. Church, where they received the Greeneville school, countermarching up Main to Union, up Union and Broadway to the Little Plain, in the following order:

J. W. Allen, Chief Marshal.

Major Manning, janitor of the Free Academy, a hero of Lundy's Lane, beating a drum. The Free Academy School, under Profs. Smith and Ware; West Chelsea schools, under Mr. Ashley; Norwich Brass Band; Broadway Schools; Broad st. Schools; Providence st. Schools; Citizens' Drum Corps, twelve in number; Falls Schools, under N. H. Whittemore; East Great Plain Schools; Norwich Town and Yantic Schools, under Rev. J. A. Saxton; Young Folks' Drum Corps, consisting of eighteen schoolboys; Greeneville Schools, under Mr. Palmer.

The schools presented a most attractive appearance, and the sidewalks were crowded with spectators. Many banners with appropriate or amusing devices were borne by the children. A few of the mottoes were as follows: "We are Small Potatoes, but Sweet ones." "Northern Mudsills the foundations of Society." "Education the Guardian of Liberty." "No Slave-pens, but School-houses." The revenue flag, the American shield, the thirty-six States, etc., etc., and portraits of Lincoln, Washington, etc., were represented.

Entering the Plain, the children countermarched around and around it several times, until the huge coil of young life was all in, and wound up with a passage through the center. From a stand in the center of the Plain, addresses were then made by Rev. Messrs. Graves, Lippitt, Conant, and Swears, (the colored pastor of Zion's Church.) interspersed with music and songs. As the procession entered the Plain, and at the close of each song or speech, a gun was fired.

After an hour thus pleasantly and profitably spent, the children dispersed for their various schools, where they were dismissed for the day.

None who saw this feature of the celebration, but what were convinced that free schools are a great institution, and that direct taxation has been the influence here to make them what they are.

NORWICH FREE ACADEMY.—We are sorry to learn that Prof. Smith's connection with this excellent school ceased with the close of the last term. Mr. Smith organized the school, and has conducted it with marked success for a period of nine years,—during which period a large number of young ladies and gentlemen have been well fitted for positions of usefulness in various departments. The school has appeared remarkably well when we have had the pleasure of visiting it, as we have done twice within a year. The admirable condition in which the several rooms and furniture and the entire premises have been kept during nine years, affords the most conclusive proof of fidelity on the part of Prof. Smith and his associates.

We learn that the graduates and past members of the school have expressed deep regret at Mr. Smith's leaving, and that as an expression of their good wishes, made him the recipient of about \$400. A deserved compliment to a faithful and efficient teacher.

NATIONAL TEACHERS' ASSOCIATION.

SEVENTH SESSION.

THE Seventh Session of the National Teachers' Association will be held at Harrisburg, Pa., in the Hall of the House of Representatives, on Wednesday, Thursday, and Friday, the 16th, 17th and 18th days of August, 1865.

ORDER OF EXERCISES.

Wednesday, August 16th.

At 8 o'clock A. M.—Meeting of Board of Directors at the Rooms of the School Department, in the Capitol.

At 10 o'clock—Music by the Harmonic Society of Harrisburg.

Address of Welcome, by his Excellency A. G. Curtin, Governor of the State of Pennsylvania.

At 11 o'clock—Annual Address of the President of the Association.

Appointment of Committees.

At 2 o'clock P. M.—A paper on "The Mechanism of School Teaching," by W. N. Barringer, Troy, N. Y.

Discussion of the same subject.

At 3 o'clock—A paper, "Normal Schools, with their Distinctive Characteristics, should be Established and Maintained in each State at Public Expense," by Prof. R. Edwards, President of Normal University, Illinois.

Discussion of the same subject.

At 4 o'clock—"Phonetic Methods of Teaching Reading," by Hon. John D. Philbrick, Superintendent of Public Schools, Boston.

At 8 o'clock—Lecture by Prof. James D. Butler, State University, Madison, Wisconsin.

Thursday, August 17th.

At 9 A. M.—A paper on "The Best Methods of Teaching the Classics," by Prof. A. Harkness, Providence, R. I.

Discussion of the same subject.

At 10 A. M.—Report of Committee on "Object Teaching, as pursued at Oswego."

BARNAS SEARS, D. D., Providence,
S. S. GREENE, " "
J. D. PHILBRICK, Boston,
J. L. PICKARD, Chicago,
D. N. CAMP, Connecticut,
R. EDWARDS, Illinois,
C. S. PENNELL, Missouri,

Committee.

Immediately after this report, the members of the Association are invited to join in an excursion to Gettysburg, where it is expected parties will be present to point out the most interesting localities of that eventful battle-field.

Friday, August 18th.

At 9 A. M.—Election of Officers, and other business.

At 10 o'clock—Address by Hon. Henry Barnard, on "The Principle of Association for the Improvement of Schools."

At 11 o'clock—Address by the Hon. Thaddeus Stevens, Member of Congress from Pennsylvania.

At 2 P. M.—A paper on "The Supervision of Graded Schools," by Hon. E. E. White, State Superintendent of Schools, Ohio.

Discussion of the same subject.

At 3 o'clock—A lecture on "Education as an Element in the Reconstruction of the Union," by Prof. J. P. Wickersham, Principal of State Normal School, Millersville, Pa.

At 4 o'clock—An address is expected from Major General O. O. Howard, Superintendent of Freedmen's Bureau, Washington.

At 7½ P. M.—Transaction of business.

At 8—Brief reports from the several States, resolutions, &c., &c.

SUBJECTS FOR DISCUSSION.

The following topics have been proposed for discussion:

"What service can this Association render towards the establishment of Free Schools in the States lately in Rebellion."

"The Relations of the National Government to Education."

"How to Cure the Evil of Irregular Attendance at our Public Schools."

NOTICES.—Free tickets will be given to members in attendance to return *only* over the routes passed over in going to the meetings, on all the railroads leading from Harrisburg to the following places: New York, Elmira, Boston, Hagerstown, Baltimore, Pittsburg. Other arrangements are in progress to points farther west. Many other railroads leading to these points have granted similar reductions. Teachers and other members living at remoter points, will need to arrange for the proper connections with these places.

N. B. The State Superintendent, or other school officer in each State, is earnestly requested to see that due notice, in detail, of railroad arrangements, be seasonably given in school journals, local papers, or in special circulars, for his own section of the country. The proper parties to consult on these subjects are Prof. J. P. Wickershaw, of Millersville, Pa.; S. P. Bates, Esq., of Harrisburg, Pa.; Edward Danforth, Esq., Troy, N. Y.; and W. E. Sheldon, Esq., Boston, Mass.

A reduction of fares, at the Hotels in Harrisburg, for members, on presentation of certificates of membership, will also be granted.

A meeting of the Normal School Association will be held in Harrisburg, in the Rooms of the School Department, at the Capitol, on Tuesday, August 15th, 1865.

A local committee, consisting of Messrs. S. P. Bates, S. D. Ingram, and Miss A. Y. Woodward, will have in charge all matters pertaining to the reception and entertainment of the members, and the arrangements for the meetings.

The meeting of the American Institute of Instruction will be held at New Haven on the 8th, 9th and 10th days of August. It is expected that arrangements will be made to accommodate those who wish to include both meetings in one trip.

S. S. GREENE, *President.*

W. E. SHELDON, *Secretary.*

PROVIDENCE, June 30th, 1865.

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New Britain, Ct., April 15th, 1865.

At a meeting of the School Visitors, this day, it was voted, "That hereafter the 'National Series of Readers' be used as the authorized Reading Books in all the Schools of this Town."

CHAS. NORTHCEND, Clerk pro tem

New Britain, May 9th, 1865.

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State Normal School, Millersville, Pa., April 27th, 1865.

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February—1865.

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From the Minutes.

HENRY W. HALLIWELL, Secretary.

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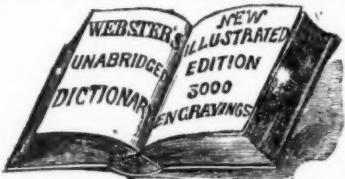
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